NCLB Adequate Yearly Progress – 2003
Kentucky Department of Education
November 11, 2003

Technical considerations in using
the November 17, 2003 Release of
NCLB Adequate Yearly Progress – 2003
Results

NOTE: The information contained on the files for the No Child Left Behind (NCLB) – Adequate Yearly Progress – 2003 Results for schools and districts is embargoed from release until Noon EST on November 17, 2003.

GENERAL INFORMATION and CHANGES

This document is best viewed using word processor compatible with Microsoft Word file format. The document is designed for viewing and printing in a landscape aspectg 8pt text.

School, district and state records are reported on one file.

CONTENTS

The instructions have several sections describing the NCLB Adequate Yearly Progress 2003 results for Schools and Districts.

Section headings follow:

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1.   CHANGES IN SCHOOL and DISTRICT SCORES

Although some new schools have been opened, and other schools have closed, results are reported only for schools that were open at the end of the 2002-2003 school year.

2.   MODEL LAB SCHOOLS

MODEL LAB ELEMENTARY (606450), MODEL LAB MIDDLE SCHOOL (606455), and MODEL LAB HIGH SCHOOL (606460) are now included in Madison County totals. The Model Lab schools have a special relationship with Eastern Kentucky University. However, since these schools are technically public schools in Madison County, the schools are included within the accountability system and school indices are therefore calculated. The schools codes are:
MODEL LAB ELEMENTARY (365450)
MODEL LAB MIDDLE SCHOOL (365455)
MODEL LAB HIGH SCHOOL (365460)

3.   SCHOOLS NOT INCLUDED IN DATA SUMMARY

This data summary includes only schools that are under the governance of a local board of education. Excluded from this summary are the federally dependent schools at Fort Knox and Fort Campbell and the two schools operated by the State Department of Education, the Kentucky School for the Deaf and the Kentucky School for the Blind.

4.   SCHOOLS WITH NO ACCOUNTABILITY GRADES

Some schools have no grade at which accountability assessment occurs (grades End of Primary {EP or 3}, 4, 5, 6, 7, 8, 9, 10, 11, or 12). Schools with no accountability grade will share the accountability results of the schools into which they promote their students. These schools are not included on the printed report or on the databases. National Norm Referenced Test scores are included in the calculations for the Long-Term Accountability model and are reflected in schools that include grades EP(3), 6 or 9.

5.   JOINT SCHOOLS

Joint Schools are reported on the school files. Joint Schools are a school(s) that is combined with another school for accountability purposes because the school does not contain both a 4th and 5th grade or both a 7th and 8th grade. Each Joint School has a combined record and an individual school record for the schools that comprise the Joint School. The file layouts contain non-reported control fields to assist in sorting, merging and reporting of the Joint Schools.

6.   REPORT PRINT File

The print files are created in Microsoft Word, Rich Text (RTF) and Portable Document Format (PDF) formats. The files are created using Microsoft Word 2000. To view the document, change to a landscape-viewing format and use a non-proportional font like Courier New, size 8. You may have to make other formatting changes as well including setting the line size to a 8 point.

The Microsoft Word and RTF file contains field header and footer information. Unfortunately, word processors from different manufactures running on different computer platforms are not 100% compatible.

7.   DATABASE FILES

Database files have been developed for use with commercial database or spreadsheet software that recognizes MS-EXCEL (XLS) format and DBF format. Follow the protocol for your specific software to read and manipulate these files. We have observed that commercial database and spreadsheet software handle variables containing "null" or "missing" data differently. Microsoft Excel and Access, for example, display a string of nine's with a zero in the low order digit. The file layout starts on the following page.

9.   **TECHNICAL QUESTIONS.**

Technical questions about the data format may be addressed to:

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NCLB Adequate Yearly Progress Summary - 2003

Date Created: October 20, 2003

File Name: NCLByyPR

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
					IDENTIFICATION INFORMATION
					File Name: NCLB03PR common layout – School/District/State – DBF and EXCEL format
					Description: The "No Child Left Behind Act of 2001," is a reauthorization of the Elementary and Secondary Education Act (ESEA). The Act continues federal appropriations to public elementary and secondary education schools, districts, and states to support education for disadvantaged students.
					The file has AYP status for the school, district or state. Annual measurable objects are present for reading, mathematics, other indicators and participation rate components and for subpopulations of White non-Hispanic, African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, and students with Disabilities.
					Reportable subpopulations\nA subpopulation is only reportable if it meets a minimum group size (10 students per grade and 30 students overall per school/district [as appropriate]). NOTE: Total Population does not have the minimum group size applied.
					Participation Rate\nParticipation Rate for AYP is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).
					Program Name: NCLByyPR.SAS
					Security Level: Public upon release date; otherwise internal.
					Initial Version (version 01) – October 20, 2003\n\n• New data file for NCLB Reporting

DESCRIPTIVE INFORMATION

Information contained on this file is obtained from the raw data generated from the Kentucky Core Content Test (KCCT) provided by the contractor, National Norm Referenced Test (NRT) provided by the contractor, databases at the Kentucky Department of Education housing nonacademic data, school information, district information from current and prior years.

Identification and matching of school, district, and state level data is handled via the CODE field.

File Sequence: CODE ascending.

Terminology:
- AMO – Annual Measurable Progress
- AYP – Adequate Yearly Progress
- BLANK - When used in the description of a value in a data field, blank is used interchangeably with null and missing.
- CATS – Commonwealth Accountability Testing System
- KCCT – Kentucky Core Content Test
- NCLB – No child Left Behind
- NRT – National Norm Referenced Test (CBTS/5 Survey Edition)
- NULL - When used in the description of a value in a data field, null is used interchangeably with blank and missing.
- QC – Quality Control

FILE NAMES

(School/District/State)
   NCLB03PR.dbf and NCLB03PR.xls – NCLB 2003 performance.

CODE	Char.	6	SCHCTL		Code Number assigned by KDE to identify the school building site.
					Code consists of a 3 character District No. followed by a 3 characters of blanks.
					Certain Districts have different numbers assigned for Commonwealth Accountability Testing System processing. These are:

					602 -- KY SCH FOR BLIND
					        State school, responsible for administration of Commonwealth Accountability Testing System test (School of Origin). Students are accountable to the School of the parents' legal residence.
					    603 -- KY SCH FOR DEAF
					        State school, responsible for administration of Commonwealth Accountability Testing System test (School of Origin). Students are accountable to the School of the parents' legal residence.
					    606 -- MODEL LAB
					        Special Schools run by Eastern Kentucky University, with fiscal responsibility of Madison County Public Schools. Effective 2002-2003, Model Lab school results are reported within Madison County Public Schools (district 365).
					
					    999 -- STATE Code
					        For summarization of School Results at the STATE level, a special code (999) is assigned within the Commonwealth Accountability Testing System to permit the aggregation and reporting of data at the State level.

TYPE_SD	Char.	3	calculated	Record Type	Record Type
					
					Values are:
					   "SCH" – School results
					   "DST" – District results
					   "ST " - State results

REGION	Char.	2	SCHCTL	Region Code	KDE Region code that School/District is geographically located in • BLANK – Not reported in 2003.
DISTNAME	Char.	30	SCHCTL	District Name	Name of District. • 999 = State
SCHNAME	Char.	45	SCHCTL	School Name	School name • BLANK in District and State only entities
					SCHOOL ACCOUNTABILITY CONTROL INFORMATION

| JOINT | Char. | 1 | SCHCTL | Joint School | Joined School Indicator.
Data from schools that do not house both grades 4 and 5 or both grades 7 and 8. Student performance data for the split schools are aggregated into a combined school data entity referred to as a Joined School.

• BLANK = Not a joined school
• 1 = Joined school

Note: Joint School Indicator is used only to note the schools that makeup a joint school (AAA) but is not used to indicate the actual joint school (AAA). |
| ACC_LOW | Char | 2 | SCHCTL | Low grade of Accountability | Accountability Lowest Grade Level in School year.

• 00 = Pre-school / Head-start
• 0E = 5 year olds - formally Kindergarten type students
• 0P = Primary
• PS = Pre-school Non-Public
• 01 = 1st grade - Federal operated schools only
• 02 = 2nd grade - Federal operated schools only
• 03 = 3rd grade - Federal operated schools only
• 04 = 4th Grade
• 05 = 5th Grade
• 06 = 6th Grade
• 07 = 7th Grade
• 08 = 8th Grade
• 09 = 9th Grade
• 10 = 10th Grade
• 11 = 11th Grade
• 12 = 12th Grade |

ACC_HGH	Char	2	SCHCTL	High grade of Accountability	Accountability Highest Grade Level in school year. • 00 = Pre-school / Head-start • 0E = 5 year olds - formally Kindergarten type students • 0P = Primary • PS = Pre-school Non-Public • 01 = 1st grade - Federal operated schools only • 02 = 2nd grade - Federal operated schools only • 03 = 3rd grade - Federal operated schools only • 04 = 4th Grade • 05 = 5th Grade • 06 = 6th Grade • 07 = 7th Grade • 08 = 8th Grade • 09 = 9th Grade • 10 = 10th Grade • 11 = 11th Grade • 12 = 12th Grade

SPLT_SCH	Char	1	calculated	Joint School indicator.	Joint School indicator
					
					Values are:
					    R = Regular school
					    A = Joint school

SPLC_SCH	Char	3	calculated	Joint School Special Code	Special (school) code assigned to joint school.
					
					Values are:
					    RRR = Regular school
					    AAA = First joint school in district
					    AAB = Second joint school in district
					    AAC = Third joint school in district
					    etc.

SPLT_TYP	Char	1	calculated	Type of joint school	Type of joint school
					
					Values are:
					    R = Regular school
					    A = Joint school - combined school record.
					        Contains result information for the schools that are joined.
					    B = Joint school - school component record.
					        Identifies schools that are part of the joint school. Record contains code, school name
					        grade. Accountability data is BLANK.

ACT_FG	Char.	1	NCLByy	Action Flag	Is School Action A (New/Reconfigured School)? • Y Yes, New/Reconfigured School • N No, Normal School **Note:** If school is new it cannot have any NCLB consequences. NCLB requires that a school not meet their AYP for two consecutive years before the school encounters NCLB consequences.
TITLE_1	Char.	1	T1SCHyy_NCLB	Title 1 School	Title 1 indicator. • Y = Yes, a Title I school or district • N = No, not a Title I School or district **NOTE**: The school's NCLB's Title 1 status is given as of the start of the school year following the prior school year Spring KCCT testing. The NCLB's Title 1 status may be different from the KCCT's Title 1 status reported in the Kentucky Performance Report (KPR). The school's/district's KPR Title 1 status is stated at the time of testing while the NCLB's Title 1 status is stated at the time of reporting (the beginning of the next school year).
TARGETS	Num	8	calculated	Number of AMO targets	Number of Annual Measurable Objective (AMO) targets
TARGETS_MET	Num	8	calculated	Number of AMO targets met	Number of Annual Measurable Objective (AMO) targets Met
TARG_MET_PCT	Num	8	calculated	Percent of AMO targets met	Percent of Annual Measurable Objective (AMO) targets met • Format: 6.1
GRD_RDN	Num	8	SCHCTL	Reading Level	Reading School, District or State grade levels 1. Elementary 2. Middle 3. Elementary and Middle 4. High 5. Elementary and High (Not currently used) 6. Middle and High 7. Elementary, Middle and High
GRD_MAN	Num	8	SCHCTL	Mathematics Level	Mathematics School, District or State grade levels 1. Elementary 2. Middle 3. Elementary and Middle 4. High 5. Elementary and High (Not currently used) 6. Middle and High 7. Elementary, Middle and High

					ADEQUATE YEARLY PROGRESS (AYP) COMPONENT'S STATUS
AYP_OA03	Char.	3	NCLByy	AYP Overall Status 2003	Overall AYP Status -2003 • Y — Yes, meets all AYP requirements • N — No, does not meet all AYP requirements • ??? — The state is seeking a transitional authority concerning the testing of students with limited English proficiency for the Spring 2003 test administration. The federal law requires that students with limited English proficiency be assessed if enrolled in the school during testing, while Kentucky administrative regulation allows these students one year to learn English before being tested. The state's January 2003 federal application proposed that Kentucky continue its definition as it is in the best interest of the students. The U.S. Department of Education did not accept the proposal, which was not known until after the 2003 test administration. This school followed the Kentucky administrative regulations in place at the time of testing. As a result, whether the school met the participation rate for limited English proficiency students to make AYP this year is unclear until the USDOE acts on Kentucky's request for transitional authority. • N/A — Not Applicable • Blank — Null, Not sufficient information to provide a judgment Note: For any school/district in which all students or a subpopulation does not meet all of the requirements of NCLB, the school/district will be considered as not meeting AYP.
AYP_RDOA03	Char.	3	NCLByy	AYP Reading Overall Status 2003	Reading Elementary, middle, or high AYP Overall Component status - 2003 • Y — Yes, meets AYP Overall requirements • N — No, does not meet AYP Overall requirements • N/A — Not Applicable • Blank — Null, Not sufficient information to provide a judgment **Note:** To meet Reading AYP Overall requirements a school/district must not only meet the individual Reading AYP component requirements, but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and if the school/district has a high school it must also meet the AYP Graduation Rate requirements. If any one of the above requirements (Reading AYP, Participation Rate, Accountability Index, or Graduation rate (high school only)) are not meet the school/district has not meet the Reading AYP Overall Component status.

AYP_MAOA03	Char.	3	NCLByy	AYP Mathematics Overall Status 2003	Mathematics Elementary, middle, or high AYP Overall Component status -2003

Mathematics Elementary, middle, or high AYP Overall Component status -2003

- Y   Yes, meets AYP Overall requirements
- N   No, does not meet AYP Overall requirements
- N/A   Not Applicable
- Blank   Null, Not sufficient information to provide a judgment

Note: To meet Mathematics AYP Overall requirements a school/district must not only meet the individual Mathematics AYP component requirements, but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and if the school/district has a high school it must also meet the AYP Graduation Rate requirements. If any one of the above requirements (Mathematics AYP, Participation Rate, Accountability Index, or Graduation rate (high school only)) are not meet the school/district has not meet the Mathematics AYP Overall Component status.

NCLB_03	Char.	3	NCLByy	NCLB Consequences 2003	NCLB Consequences - 2003

NCLB Consequences - 2003

If a Title I school/district does not meet their overall AYP indicated by a N in variable AYP_OA02 there are NCLB consequences attached. Below is a list of NCLB consequences ranked by Tier.

- N/A   Not a Title I school or
       Title I school but No Applicable information
- 0   Title I school has No Consequence
- 1   Title I school has 2 consecutive years not making AYP: School choice, and write or revise school plan.
- 2   Title I school has 3 consecutive years not making AYP: Continue school choice, revise school plan, and offer supplemental services.
- 3   Title I school has 4 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services and implement corrective action.
- 4   Title I school has 5 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and write a plan for Alternative Governance.
- 5   Title I school has 6 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and implement Alternative Governance.

AYP_TST_RD	Char.	1	NCLByy	AYP Total Tested Reading Status	Adequate Yearly Progress (AYP) Total Tested Reading Status

Adequate Yearly Progress (AYP) Total Tested Reading Status

- Y   Yes, made AMO
- N   No, did not make AMO
- *   Asterisk, Not sufficient population to make AMO status judgment

AYP_TST_MA	Char.	1	NCLByy	AYP Total Tested Mathematics Status	Adequate Yearly Progress (AYP) Total Tested Mathematics Status • Y Yes, made AMO • N No, did not make AMO • * Asterisk, Not sufficient population to make AMO status judgment
AYP_TST_PAR	Char.	1	NCLByy	AYP Total Tested Participation Rate Status	Adequate Yearly Progress (AYP) Total Tested Participation Rate Status • Y Yes, made AMO • N No, did not make AMO • * Asterisk, Not sufficient population to make AMO status judgment
AYP_TST_OTH	Char.	1	NCLByy	AYP – Other Academic Index Status	Adequate Yearly Progress (AYP) Other Academic Index Status • Y Yes, made AMO • N No, did not make AMO • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETW_RD	Char.	1	NCLByy	AMO Ethnicity White Reading Status	Adequate Measurable Objective (AMO) - Ethnicity White (non-Hispanic) Reading Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETW_MA	Char.	1	NCLByy	AMO Ethnicity White Mathematics Status	Adequate Measurable Objective - Ethnicity White (non-Hispanic) Mathematics Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETW_PAR	Char.	1	NCLByy	AMO Ethnicity White Participation Rate Status	Adequate Measurable Objective - Ethnicity White (non-Hispanic) Participation Rate Status • Y Yes, met AMO • N No, AMO not met • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETB_RD	Char.	1	NCLByy	AMO Ethnicity African-American Reading Status	Adequate Measurable Objective (AMO) - Ethnicity African-American Reading Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment

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AYP_ETB_MA	Char.	1	NCLByy	AMO Ethnicity African-American Mathematics Status	Adequate Measurable Objective (AMO) - Ethnicity African-American Mathematics Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETB_PAR	Char.	1	NCLByy	AMO Ethnicity African-American Participation Rate Status	Adequate Measurable Objective (AMO) - Ethnicity African-American Participation Rate Status • Y Yes, met AMO • N No, AMO not met • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETH_RD	Char.	1	NCLByy	AMO Ethnicity Hispanic Reading Status	Adequate Measurable Objective (AMO) Ethnicity Hispanic Reading Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETH_MA	Char.	1	NCLByy	AMO Ethnicity Hispanic Mathematics Status	Adequate Measurable Objective (AMO) Ethnicity Hispanic Mathematics Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETH_PAR	Char.	1	NCLByy	AMO Ethnicity Hispanic Participation Rate Status	Adequate Measurable Objective (AMO) Ethnicity Hispanic Participation Rate Status • Y Yes, met AMO • N No, AMO not met • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETA_RD	Char.	1	NCLByy	AMO Ethnicity Asian Reading Status	Adequate Measurable Objective (AMO) Ethnicity Asian Reading Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_ETA_MA	Char.	1	NCLByy	AMO Ethnicity Asian Mathematics Status	Adequate Measurable Objective (AMO) Ethnicity Asian Mathematics Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment

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AYP_ETA_PAR	Char.	1	NCLByy	AMO Ethnicity Asian Participation Rate Status	Adequate Measurable Objective (AMO) Ethnicity Asian Participation Rate Status • Y Yes, met AMO • N No, AMO not met • * Asterisk, Not sufficient population to make AMO status judgment
AYP_LEP_RD	Char.	1	NCLByy	AMO Limited English Proficiency Reading Status	Adequate Measurable Objective (AMO) Limited English Proficiency Reading Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_LEP_MA	Char.	1	NCLByy	AMO Limited English Proficiency Mathematics Status	Adequate Measurable Objective (AMO) Limited English Proficiency Mathematics Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_LEP_PAR	Char.	1	NCLByy	AMO Limited English Proficiency Participation Rate Status	Adequate Measurable Objective (AMO) Limited English Proficiency Participation Rate Status • Y Yes, met AMO • N No, AMO not met • * Asterisk, Not sufficient population to make AMO status judgment
AYP_LUP_RD	Char.	1	NCLByy	AMO Free and Reduced Lunch Program Reading Status	Adequate Measurable Objective (AMO) Free and Reduced Lunch Program Reading Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_LUP_MA	Char.	1	NCLByy	AMO Free and Reduced Lunch Program Mathematics Status	Adequate Measurable Objective (AMO) Free and Reduced Lunch Program Mathematics Status • Y Yes, met AMO • N No, AMO not met • S Safe, met AMO requirement through Safe Harbor • * Asterisk, Not sufficient population to make AMO status judgment
AYP_LUP_PAR	Char.	1	NCLByy	AMO Free and Reduced Lunch Program Participation Rate Status	Adequate Measurable Objective (AMO) Free and Reduced Lunch Program Participation Rate Status • Y Yes, met AMO • N No, AMO not met • * Asterisk, Not sufficient population to make AMO status judgment

AYP_ACD_RD	Char.	1	NCLByy	AMO Students with Disabilities Reading Status	Adequate Measurable Objective (AMO) Students with Disabilities Reading Status • Y — Yes, met AMO • N — No, AMO not met • S — Safe, met AMO requirement through Safe Harbor • * — Asterisk, Not sufficient population to make AMO status judgment
AYP_ACD_MA	Char.	1	NCLByy	AMO Students with Disabilities Mathematics Status	Adequate Measurable Objective (AMO) Students with Disabilities Mathematics Status • Y — Yes, met AMO • N — No, AMO not met • S — Safe, met AMO requirement through Safe Harbor • * — Asterisk, Not sufficient population to make AMO status judgment
					NOTE

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NOTE	Char	7	NCLByy	NOTE	NOTE
					Possible messages are: Blank = no messages; school is normal. a = School's service area changed. The school is held accountable through the district accountability scores. c = School is accountable though school's scores and district non-academic data for the baseline years. d = School is a reconfigured. The school is held accountable through school results and district growth line, district assistance line, and district novice reduction rate. e = Reconfigured School or New School in 2002-2003 school year. The school's baseline index is the two-year average of the school's 2002-2001 and 2001-2002 scores but is computed with the district's 2002-2001 and 2001-2002 non-academic index at the corresponding grade level. The goal line, assistance line and novice reduction rate are calculated from the school's scores and district non-academic data for the baseline years 2000-2001 and 2001-2002. f = Reconfigured School that is using the District Baseline (goal) for Accountability. School's baseline index, goal line, assistance line and novice reduction rate are based on district scores at the high school level. Due to incomplete non-academic data, district non-academic data are used to calculate the school's non-academic index. This is a special case for new high schools that do not have all grades in the prior year. r = School is considered a reconfigured school and the student population is reconstituted for calculation of accountability scores. s = Joint school. School(s) have been combined with another school for accountability purposes because the school does not contain both a 4th and 5th grade or both a 7th and 8th grade. w = State Board approved school configuration waiver for calculation of accountability scores. ? = The state is seeking a transitional authority concerning the testing of students with limited English proficiency for the Spring 2003 test administration. The federal law requires that students with limited English proficiency be assessed if enrolled in the school during testing, while Kentucky administrative regulation allows these students one year to learn English before being tested. The state's January 2003 federal application proposed that Kentucky continue its definition as it is in the best interest of the students. The U.S. Department of Education did not accept the proposal, which was not known until after the 2003 test administration. This school followed the Kentucky administrative regulations in place at the time of testing. As a result, whether the school met the participation rate for limited English proficiency students to make AYP this year is unclear until the USDOE acts on Kentucky's request for transitional authority.